

SACE BOARD OF SOUTH AUSTRALIA

SACE POLICY FRAMEWORK

INTRODUCTION

The South Australian Certificate of Education (SACE) aims to provide a world-class senior secondary qualification signifying that each student possesses the knowledge, skills, and capabilities to participate fully as informed citizens in their communities, the economy, and society.

The South Australian Certificate of Education (SACE) is designed to enable students to:

- develop the capabilities to live, learn, work, and participate successfully in a changing world
- plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards.

SACE policies, as approved by the SACE Board of South Australia, define the learning and associated standards for completion of the South Australian Certificate of Education. The Board approves the policies in accordance with its legislated functions, as defined in Section 15 (1) of the *SACE Board of South Australia Act 1983*. These functions are included in Attachment 1.

The three central policies defining the SACE are the:

- SACE Accreditation, Recognition, and Certification Policy
- SACE Learning and Assessment Design Policy
- SACE Assuring Assessment Integrity Policy.

Collectively, these SACE policies acknowledge the following:

- the SACE respects the diversity of students and their future pathways
- the SACE has rigorous standards
- the accreditation of SACE subjects is based on consistently applied learning and assessment principles
- student learning from the training sector, the community, or providers other than the SACE Board, is appropriately recognised in the SACE
- the integrity of assessment in the SACE is assured
- the SACE is valued by the South Australian community and is recognised around the world.

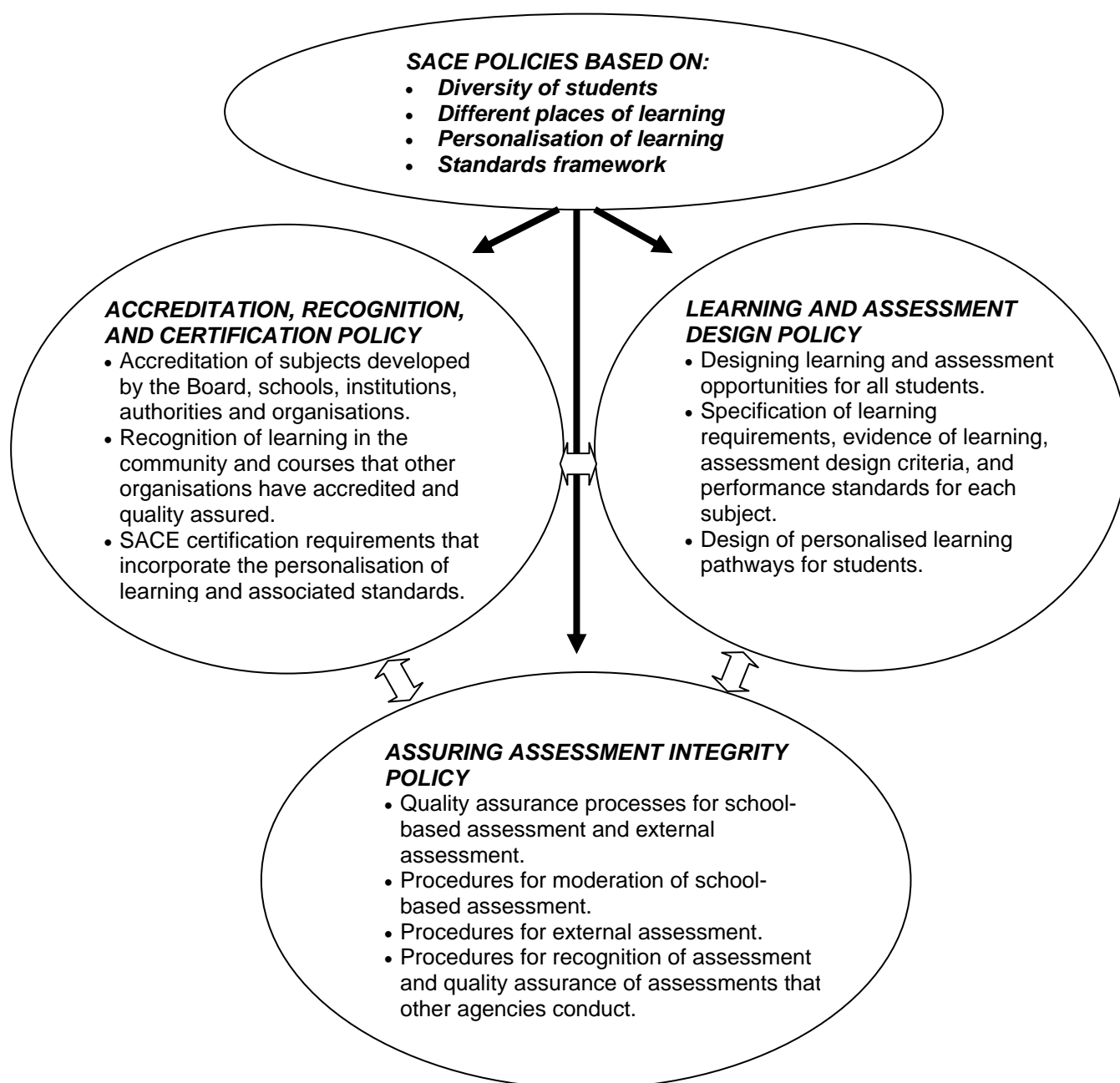
KEY FEATURES OF THE POLICY FRAMEWORK

The SACE policy framework is underpinned by the following key features:

- Diversity of students* SACE policies acknowledge that students bring to their senior secondary education diverse abilities, skills, and experiences. The SACE is designed to provide each student with a successful pathway from school to further education, training, work, and citizenship. In particular, the SACE aims to achieve equitable outcomes, particularly for Aboriginal students and for students who are experiencing poverty or who are studying in remote locations.
- Different places of learning* SACE policies acknowledge that senior secondary students can learn in different places, including schools, registered training organisations, higher education institutions, workplaces, and the community. The policies enable the Board to recognise those courses that other providers accredit as well as the subjects the Board accredits. SACE policies allow students to include credits that are gained through vocational education and training and community-based learning, acknowledging that the SACE provides opportunities outside school.
- Personalisation of learning* SACE policies address the diversity of senior secondary students and their different places of learning by giving students opportunities to personalise their learning and build their future pathways. The personalisation of learning occurs by:
- providing a range of subjects and courses that are underpinned by the capabilities of communication, citizenship, personal development, learning, and work
 - requiring students to undertake a Stage 1 Personal Learning Plan
 - requiring students to undertake a Stage 2 Research Project
 - requiring literacy and numeracy skills, developed through a range of English and mathematics subjects and courses, sufficient to allow students to participate in further or higher education, as workers and community members
 - providing subject outlines that enable the development of local programs that meet the interests and needs of students
 - accrediting subjects and approving programs and/or courses that schools or other organisations submit to the Board
 - recognising courses that providers other than the SACE Board have accredited.
- Applying rigorous and consistent standards* SACE policies base the personalisation of learning on rigorous and consistently applied standards to ensure that each young person develops the foundations for success in the future. These standards are applied by:
- basing subjects on performance standards that define levels of achievement
 - reporting levels of achievement using an A to E grade scale for Stage 1 and A+ to E– for Stage 2

- requiring that students demonstrate literacy and numeracy skills with a C grade or better in a range of English and mathematics subjects and courses
- requiring that students complete the 10-credit Stage 1 Personal Learning Plan with a C grade or better
- requiring that students complete 70 credits at Stage 2, including the 10-credit Research Project, with a C grade or better
- including a 30% external assessment component in every Stage 2 subject
- using moderation procedures for school-based assessment in the subjects that comprise the compulsory elements at Stage 1, and in all Stage 2 subjects.

The relationship between these underpinning features and the three SACE policies is shown in the diagram below.



SACE ACCREDITATION, RECOGNITION, AND CERTIFICATION POLICY

INTRODUCTION

The SACE Accreditation, Recognition, and Certification Policy defines the framework for the accreditation of subjects, the recognition of learning, and the certification of the requirements for completion of the South Australian Certificate of Education (SACE).

The SACE is awarded to all students who successfully complete their secondary education according to the requirements defined in the SACE Accreditation, Recognition, and Certification Policy. It is a qualification that is recognised around the world.

The Board accredits, recognises, and certifies learning that meets the diverse needs and interests of students and offers young people a rigorous, practical, and engaging pathway from school to effective participation in further and higher education, training, work, and the community.

ACCREDITATION

This policy defines a framework for the accreditation of subjects towards Stage 1 and Stage 2 of the SACE.

The Board provides subject outlines across nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary Studies; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; Sciences. The Board also provides a subject outline for each of the learning areas, to enable schools to customise student learning through local programs.

The Board advises schools, other learning providers, and the community of its process for the development and accreditation of new subjects.

The Board determines an accreditation schedule on advice from the three schooling sectors and requests from schools and other learning providers. The accreditation schedule includes a cycle of subject monitoring and review.

Accreditation of a subject is described in terms of SACE level (Stage 1 or Stage 2) and the number of SACE credits awarded to the subject. The Board determines the value placed on a subject that is accredited to count towards completion of the SACE, according to the nature, scope, and complexity of the learning.

A 10-credit subject usually consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject. A 20-credit subject usually consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.

Schools may customise student learning through flexible delivery arrangements, for example, accelerated or compact programs, or additional teaching time, to meet the needs of specific groups of students.

The Board may also accredit subjects and/or courses for 5 credits, to meet specific student needs, or subjects and/or courses with greater numbers of credits (e.g. 30, 50, or 60).

RECOGNITION

This policy defines a framework for recognition of learning towards the SACE that enables students to acquire knowledge, skills, and understanding through formal education and training or informal learning experiences in a variety of situations.

The Board advises schools, other learning providers, and the community of its process for the recognition of learning that providers other than the SACE Board have delivered and assessed. The Board respects the quality assurance processes of other providers (schools, institutions, authorities, or organisations) in guaranteeing the integrity of student results.

The Board refers to recognised programs of learning as 'Board-recognised courses', to distinguish them from 'Board-accredited subjects'.

The Board recognises courses that are within the scope of the Australian Qualifications Framework, including vocational education and training (VET) qualifications and/or units of competency. The Board also recognises learning such as:

- courses accredited, assessed, and quality assured by schools, institutions, authorities, or organisations, locally, interstate, or overseas
- self-directed community learning activities (which the Board assesses and quality assures).

The Board determines the number of credits that will be placed on learning that is recognised towards completion of the SACE and the level at which it will be recognised (Stage 1 or Stage 2), according to the nature, scope, and complexity of the learning.

The Board certifies student achievement in Board-recognised courses on the basis of satisfactory completion or achievement of the relevant course standards and competencies. This approach aligns with the use of performance standards for Board-accredited subjects in that a 'C' grade is taken to be equivalent to 'satisfactory completion or achievement of standards and competencies' of Board-recognised courses.

Students who include in their SACE any courses that are accredited, assessed, and quality assured by providers other than the SACE Board must meet the assessment and quality assurance requirements of those courses. The Board determines which of these courses are recognised towards completion of the SACE.

CERTIFICATION

There is one senior secondary certificate of completion — the South Australian Certificate of Education.

The certification in the SACE is consistent with the Australian Qualifications Framework in relation to senior secondary certificates.

The Board issues the SACE to students who have successfully completed the requirements of the certificate. The Board determines, through its accreditation and recognition processes, the subjects and courses that will contribute to meeting the certification requirements of the SACE.

The certification of student learning is provided through the use of a credit system in which Board-accredited subjects and Board-recognised courses are awarded SACE credits. Students must achieve 200 SACE credits to complete the SACE. There is no upper limit on the number of SACE credits a student may accumulate.

There is no time limit on SACE completion.

SACE Requirements

The 200 credits required to complete the SACE comprise compulsory elements awarded a total of 110 credits and non-compulsory elements awarded a total of 90 credits.

- *Compulsory elements awarded a total of 110 credits towards SACE completion*

These are the Board-accredited subjects and/or Board-recognised courses that must be completed at least at the equivalent of 'satisfactory achievement' level; that is, a grade of 'C'* or better for all of the following:

- the Personal Learning Plan at Stage 1, awarded 10 credits (a compulsory Board-accredited subject)
 - literacy requirement — from a range of English subjects or courses at Stage 1 and/or Stage 2, awarded 20 credits (see below for details)
 - numeracy requirement — from a range of mathematics subjects or courses at Stage 1 and/or Stage 2, awarded 10 credits (see below for details)
 - the Research Project at Stage 2, awarded 10 credits (a compulsory Board-accredited subject)
 - other Board-accredited subjects and/or Board-recognised courses at Stage 2, awarded 60 credits.
- *Non-compulsory elements awarded a total of 90 credits towards SACE completion*

These are the remaining elements of the SACE that are awarded a total of 90 credits towards SACE completion.

The non-compulsory elements must demonstrate a level of achievement (i.e. an A to E grade) in Board-accredited subjects, and the equivalent of 'satisfactory achievement' or achievement of relevant standards and competencies of Board-recognised courses. The non-compulsory elements may be completed at Stage 1 or Stage 2.

The Board maintains a list of accredited subjects and recognised courses on the SACE Board website.

SACE Literacy and Numeracy Requirements

To meet the literacy and numeracy requirements of the SACE, students select from a range of accredited subjects and recognised courses.

For the literacy requirement, the subjects and courses include:

- English (Stage 1)
- English as a Second Language (Stage 1)
- English Pathways (Stage 1)
- Literacy for Work and Community Life (Stage 1)
- any Board-accredited Stage 2 English subject.

The Board also recognises courses that have a primary focus on literacy development and are referenced to the SACE literacy benchmark. These include:

- vocational education and training courses focusing on literacy
- community-based or institution-based courses in literacy
- English courses from other Australian states and overseas.

*At Stage 2, a 'C' grade is defined as C+, C, or C–.

The Board has accredited an English Pathways: Modified subject outline for students with severe disabilities to meet the literacy requirement.

For the numeracy requirement, the subjects and courses include:

- Mathematics or Mathematical Applications (Stage 1)
- Mathematics Pathways (Stage 1)
- Numeracy for Work and Community Life (Stage 1)
- any Board-accredited Stage 2 Mathematics subject.

The Board recognises courses that have a primary focus on numeracy development and are referenced to the SACE numeracy benchmark. These include:

- vocational education and training courses focusing on numeracy
- community-based or institution-based courses in numeracy
- mathematics courses from other Australian states and overseas.

The Board has accredited a Mathematics Pathways: Modified subject outline for students with severe disabilities to meet the numeracy requirement.

The Board has endorsed the Australian Core Skills Framework level 3 descriptions in reading, writing, and numeracy as reference points for the SACE literacy and numeracy benchmarks.

The Board-accredited subjects and the Board-recognised courses in literacy and numeracy have the ACSF level 3 built into the C* grade or 'satisfactory achievement' level. To meet the literacy and numeracy requirement in a Board-accredited English or mathematics subject, students must gain a C* grade or better, according to the performance standards in the subject in which they enrol. To meet the literacy or numeracy requirement in a Board-recognised course in literacy or numeracy, the student must gain the equivalent of 'satisfactory achievement' or achievement of relevant standards and competencies in the Board-recognised course.

Recognition of Learning Undertaken by Adult Re-entry, Interstate, and Overseas Students

The Board recognises and awards status for appropriate qualifications gained by local, interstate, and overseas students.

Adult re-entry students

The Board makes provisions for adult re-entry students to be awarded status (a maximum of 110 SACE credits at Stage 1), which includes the compulsory Stage 1 Personal Learning Plan. In addition to the literacy and numeracy options described in this policy, adult re-entry students have the option of demonstrating that they have met the literacy and numeracy requirements by providing a folio or folios of evidence verified by the principal of their school.

Adult re-entry students are therefore granted 80 credits, plus 20 credits for demonstrating that they have met the literacy requirements, and 10 credits for demonstrating that they have met the numeracy requirements.

To complete the SACE, adult re-entry students must also complete at a C* grade or better, or at least at the equivalent of 'satisfactory achievement' level:

- Stage 2 Board-accredited subjects or Board-recognised courses for 60 credits
- the 10-credit Stage 2 Research Project

and demonstrate achievement in other Board-accredited subjects or Board-recognised courses at Stage 1 or Stage 2 for 20 credits.

*At Stage 2, a 'C' grade is defined as C+, C, or C-.

Interstate and overseas students

The Board has arrangements with all members of the Australasian Curriculum, Assessment and Certification Authorities (ACACA) to recognise student achievement in courses accepted for the senior secondary certificates of all Australian states and territories and New Zealand. The Board considers applications for recognition from students with senior secondary qualifications from other countries.

Students who have completed an interstate or overseas senior secondary qualification that is considered the equivalent of Stage 1 will be granted status (up to 110 credits at Stage 1), including the Personal Learning Plan. Such students must demonstrate that they have met the literacy and numeracy requirements from the range of options described in this policy. Some status can be granted on a subject-by-subject basis.

Students who enrol during Stage 1 (Year 11) may apply for some status (up to 100 credits at Stage 1). Such students must complete the Personal Learning Plan and demonstrate that they have met the literacy and numeracy requirements.

Overseas students who have completed the equivalent of one semester of Stage 1 study, through, for example, an intensive English learning program for overseas students, will be granted status (up to 40 credits) at Stage 1. Such students must complete the Personal Learning Plan and meet the literacy and numeracy requirements. These students must demonstrate that they have met the literacy and numeracy requirements from the range of options described in this policy.

Students undertaking the South Australian Matriculation (SAM) Program, will be granted status for 110 credits, including the Personal Learning Plan, on the basis of satisfactory completion of a full-time Stage 1 equivalent course (which must include the successful study of English and mathematics) in the relevant country. To complete the SACE, SAM students must:

- meet the literacy and numeracy requirements from the range of options described in this policy.
- complete the 10-credit Stage 2 Research Project at C* grade or better
- achieve 80 credits from other Stage 2 subjects, of which 60 credits must be at least a C* grade or better.

Reporting

The Board, in certifying completion of the SACE, is responsible for reporting accurate and reliable information about the achievement levels of students in Board-accredited subjects, and for reporting achievements in Board-recognised courses.

The Board reports student achievement in subjects and courses in terms of SACE credits.

The Board reports student achievement in Board-accredited subjects using A to E grades for Stage 1 and A+ to E– assessment levels for Stage 2. The Board reports student achievement in some Stage 1 and Stage 2 Board-accredited subjects (e.g. modified subjects) as 'completed'.

For Stage 2 Board-accredited subjects, the Board acknowledges the achievement of merit.

Achievement in Board-recognised courses is not reported as a grade or score but as 'completed' with the specified number of credits.

*At Stage 2, a 'C' grade is defined as C+, C, or C–.

The SACE Certificate and associated documents will show that a student has successfully undertaken a modified subject.

Certificate and Associated Documents

- The Certificate indicates completion of the requirements of the SACE, naming the student, his or her unique identifying SACE registration number, and the date of certification.
- The Record of Achievement is the final transcript of a student's results in SACE Stage 1 and Stage 2 that can be counted towards completion of SACE requirements. The Record of Achievement is usually produced at the end of the year of certification.
- The Student Record is the progressive record of all studies undertaken and results achieved in SACE studies. An individual student's record is provided by the SACE Board at times determined by the Board, and regularly brought up to date. Students will be able to access their Student Record online.

SACE LEARNING AND ASSESSMENT DESIGN POLICY

INTRODUCTION

The SACE Learning and Assessment Design Policy defines the framework for designing learning and assessment in the SACE to meet students' needs, interests, and aspirations, and to assure the integrity and standard of their learning achievements.

The learning and assessment design framework of the SACE is based on an acknowledgment of the diversity of students and the range of different contexts in which they learn — at school, at work, in training and further education, and in the community. In response to this diversity, the certificate is designed to provide opportunities for students to personalise their learning pathways through the SACE, while ensuring that each student develops capabilities for living, learning, working, and participating successfully in a changing world.

This policy is based on the following principles:

<i>Diversity</i>	The learning and assessment design values the diversity of life experiences and cultures that students bring to their learning.
<i>Flexibility</i>	The learning and assessment design is flexible and responsive to the diversity of students and learning contexts.
<i>Quality</i>	The learning design is learner-centred, promotes the integration of knowledge, and develops higher order thinking, understanding, and knowledge.
<i>Integrity</i>	The assessment design leads to assessments that are valid, reliable, and fair.
<i>Relevance</i>	Through the capabilities, students develop skills, knowledge, and understanding for success in the SACE and future pathways.
<i>Coherence</i>	The learning and assessment design enables students to plan coherent learning pathways through and beyond senior secondary education.
<i>Best Practice</i>	The learning and assessment design in the SACE supports quality teaching, learning, and assessment.

DESIGN OF STUDENT LEARNING AND ASSESSMENT IN THE SACE

The development of students' capabilities for communication, citizenship, personal development, work, and learning, and the development of students' skills in personal planning, research, literacy, and numeracy are central to the learning and design of the SACE.

SACE LEARNING DESIGN FEATURES

Through its subjects and courses, the Board fosters the development of a common set of capabilities and skills to ensure that all students, whatever their learning pathways, are able to develop and demonstrate the essential skills, knowledge, and understanding for success in the SACE and beyond.

Development of Capabilities

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. Capabilities, in the context of the SACE, include the knowledge and skills essential for people to act in effective and successful ways. The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

Communication includes:

- communicating for particular purposes and contexts
- communicating within and across cultures
- achieving literacy and numeracy, and using information and communication technologies
- expressing feelings, ideas, and opinions.

Citizenship includes:

- understanding diverse cultures and values
- contributing to social and environmental sustainability
- participating in political, economic, and legal aspects of community life
- understanding Indigenous histories and cultures.

Personal development includes:

- developing purpose, direction, and decision-making for the present and the future
- understanding physical and mental health
- reviewing and planning personal goals
- developing a sense of personal identity.

Work includes:

- developing and applying employability skills
- learning, living, and working in local, national, and global environments
- participating actively and responsibly in learning, work, and community life
- understanding and exercising individual and shared obligations and rights.

Learning includes:

- accessing, organising, and using information
- thinking and enquiring critically, ethically, and reflectively
- learning and applying knowledge and skills
- recognising how knowledge changes over time and is influenced by people.

The Board provides opportunities for all students to develop and demonstrate their capabilities in:

- the Personal Learning Plan (at Stage 1) and the Research Project (at Stage 2). The design of these compulsory subjects of the SACE includes a specific focus on understanding, developing, and demonstrating specific capabilities
- all other Board-accredited subjects. The design of each subject outline includes descriptions of how the capabilities are developed through learning in the subject
- the range of Board-recognised courses. The criteria for recognition of courses include evidence of how capabilities are developed through learning in the course.

Development of Personal Planning Skills

A key focus of the learning and assessment design of the SACE is the development of personal planning skills. The Board encourages these skills by requiring all students to undertake the Stage 1 Personal Learning Plan. This compulsory subject is designed to support all students in making informed decisions about their personal development, education, and training. It is designed to ensure that all students develop their capabilities and the specific knowledge, skills, and understanding to:

- plan their learning in the SACE
- monitor their own learning progress
- identify their literacy and numeracy needs for success
- plan their pathways beyond school.

Development of Research Skills

A complementary focus of the development of personal learning skills is the development of students' research skills. The Board encourages the development of these skills by requiring all students to undertake the Stage 2 Research Project in an area of personal interest.

Learning in this compulsory subject is designed to ensure that all students:

- build on their understanding and application of the capabilities
- develop self-directed learning skills that are essential for work, higher and further education and training, and lifelong learning.

Development of Literacy and Numeracy Skills

The importance of literacy and numeracy skills to lifelong learning and success in chosen pathways is the rationale for the design of the SACE that requires all students to demonstrate established levels of literacy and numeracy. The Board defines the benchmarks for literacy and numeracy, and the criteria for accrediting subjects and recognising courses that students can count towards the compulsory requirements for literacy and numeracy in the SACE.

The SACE is designed to enable students to build on their literacy and numeracy skills by:

- choosing appropriate subjects or courses that focus on literacy and numeracy
- applying and extending their literacy and numeracy skills in each subject and course they undertake.

SACE ASSESSMENT DESIGN FEATURES

Assessment design in the SACE is based on the understanding that senior secondary assessment serves a range of purposes, depending on the pathways that students follow beyond the SACE. The range of student learning pathways through the SACE, and the different contexts in which they learn, promote a diversity of ways in which students are able to demonstrate evidence of learning.

Subject outlines are documents that describe the learning and assessment requirements of a particular subject. Each subject outline includes sections describing the:

- capabilities
- learning scope and requirements
 - learning requirements
 - content
- assessment scope and requirements
 - evidence of learning (organised in assessment types)
 - assessment design criteria
 - performance standards.

The five capabilities, to varying degrees, are reflected in the elements of the learning and assessment design of a subject, that is, the learning requirements, content, evidence of learning, assessment design criteria, and performance standards.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

Teachers design a set of assessments, according to guidelines in the subject outline, that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning.

These guidelines include assessment types, that is, one or more assessment tasks that are grouped together to provide the evidence of ways in which a student has demonstrated his or her learning achievements against the performance standards. Thus the assessment types (usually three or four) are designed to support the gathering of valid evidence against the learning requirements. The assessment types relate directly to the learning requirements and the performance standards.

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what he or she needs to learn
- design opportunities for the student to demonstrate his or her evidence of learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their evidence of learning
- teachers look for as evidence that students have met the learning requirements.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features of the assessment design criteria by the completion of study of the subject.

The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject. Each level of achievement describes the knowledge, skills, and understanding that teachers or assessors refer to in deciding how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards. Teachers and students use the performance standards to decide how well each student has demonstrated his or her learning based on the evidence provided through the set of assessments (organised through assessment types). Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, a decision is made by the teacher or assessor about the quality of the student's learning, demonstrated through the set of assessments, by:

- referring to the levels of achievement described in the performance standards
- assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

School-based and External Assessment

Assessment of student learning is school based in all Board-accredited subjects at Stage 1, and is school based (70%) and externally assessed (30%) in all subjects at Stage 2.

The characteristics of school-based assessment are that:

- the assessment tasks are designed by the student's own teacher in accordance with the general assessment specifications approved by the SACE Board
- each individual student's performance is assessed by the student's own teacher
- assessments of students' performances are moderated by processes developed by the SACE Board.

The characteristics of external assessment are that:

- the assessment specifications for the external assessment tasks are approved by the SACE Board
- each individual student's performance is assessed by at least one person, appointed by the SACE Board, who is not the student's own teacher.

The design of assessment in the SACE includes school-based assessment (100% at Stage 1 and 70% at Stage 2) as this form of assessment:

- values teachers' skills in designing assessment
- allows teachers to provide immediate feedback to the student about the quality of his or her learning
- values teachers' judgments in making decisions about the quality of student learning based on evidence
- allows for a wide range of evidence, some of which is not easily undertaken under external conditions.

The Board has mechanisms for monitoring and assuring the consistency of teachers' assessment decisions across schools. The Board supports these processes by providing exemplars of typical assessments against standards and by conducting quality assurance activities.

The design of assessment in the SACE includes 30% external assessment for all Stage 2 subjects as this form of assessment:

- allows for evidence to be gathered under common conditions
- contributes to the range of evidence to be provided
- provides an additional mechanism for ensuring comparability of standards

- allows for the judgment of the quality of learning to be made by someone other than the student's teacher, that is, it allows the student to demonstrate his or her learning to others outside his or her immediate learning environment. This is an important part of the learning process and adds a sense of authenticity to the completion of the assessment task.

Thus, both school-based assessment components and external assessment components contribute to providing evidence of student learning. Achievements in school-based assessment and external assessment are referenced against a single set of performance standards for each subject.

Quality assurance processes are put in place for both the school-based assessment components and the external assessment components.

DESIGN OF PERSONALISED LEARNING PATHWAYS IN THE SACE

In response to the diversity of students and the range of different contexts in which they learn, the certificate is designed to provide opportunities for students to personalise their learning pathways through the SACE.

The structure of the certificate requires all students to develop a Personal Learning Plan in which they design a personalised learning pathway through the SACE by selecting from a range of Board-accredited subjects and Board-recognised courses (which may include, for example, vocational education and training, university, community, and other national and international courses).

The certificate is designed to enable students to personalise their learning by:

- choosing from subjects accredited by the Board
- choosing from courses accredited by other learning providers and recognised by the Board
- maximising the flexibility of the structure of the certificate.

Board-accredited subjects

In following their pathway through the SACE, students are able to access a range of subjects. The Board designs learning and assessment in the SACE through subjects organised into nine learning areas. The Board develops and accredits a range of subjects in each of the learning areas it defines. The learning and assessment scope and requirements of each subject are described in subject outlines.

A subject outline may be developed centrally by the Board, initiated and developed by a school, institution, authority or organisation or commissioned by the Board. All subject outlines, whether centrally or locally developed, must be accredited by the Board for inclusion in the SACE. Once accredited, subjects are available to all schools.

The Board also develops and accredits a subject outline in each of the learning areas, to provide a framework for the development of local programs.

The subject outlines that the Board accredits form the basis of teaching, learning, and assessment programs delivered in schools.

The Board defines processes for the central and local development of subject outlines for accreditation, and the approval of teaching, learning, and assessment programs, including local and integrated programs.

The Board provides a set of subject outlines specifically designed to meet the needs of students whose disabilities, as defined under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, prevent them from gaining access to the learning and assessment requirements of the range of subjects accredited by the Board.

The Board also provides a range of subjects designed to meet the language learning (including English as a Second Language) needs of students at different levels, consistent with the provision of languages agreed by the Australasian Curriculum, Assessment and Certification Authorities (ACACA).

Board-recognised courses

In following their pathway through the SACE, students are able to access a range of courses. In acknowledging that senior secondary students can learn in different places — schools, registered training organisations, higher education institutions, workplaces, and the community — the Board defines processes for recognising learning and assessment designed by providers other than the Board.

These ‘Board-recognised courses’ include:

- courses accredited, assessed, and quality assured by schools, institutions, authorities, or organisations, locally, interstate, or overseas
- self-directed community learning activities.

The Board’s criteria for recognising the quality of learning and assessment designed by other learning providers are consistent with the criteria for accrediting the learning and assessment design of Board-accredited subjects.

Personalised Needs

The SACE provides opportunities for schools to meet the personalised needs of their students by designing a range of pathways, which may be school based and/or connected to learning with other providers.

The Personal Learning Plan provides schools with a mechanism for planning personalised learning pathways with and for students. Data gathered from delivery of the Personal Learning Plan enable schools to plan the future learning needs of their students, including the range of subject and course offerings.

Schools are able to construct student learning programs in response to local needs, conditions, and interests by developing:

- local programs that allow for flexibility
- integrated programs that combine the teaching, learning, and assessment of two or more whole subjects around a common theme or focus.

The Board provides guidelines to schools for the development and approval of local programs and integrated programs.

The Board provides guidelines to schools, institutions, authorities, and organisations for the development and accreditation of new subjects.

The Board provides guidelines to schools, institutions, authorities, and organisations for the recognition of courses.

SACE ASSURING ASSESSMENT INTEGRITY POLICY

INTRODUCTION

The SACE Assuring Assessment Integrity Policy defines the framework for assuring the integrity of the assessment and reporting of student achievement in the SACE.

For the purposes of the policy, 'assuring assessment integrity' is taken to mean the procedures that assure the community that assessment of learning in the SACE is fair, valid, and reliable.

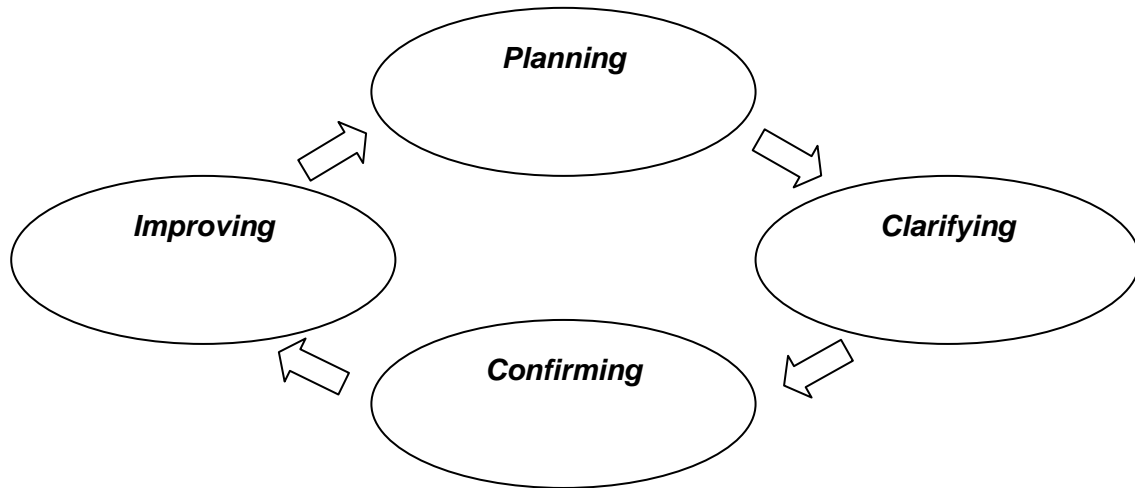
This policy is based on the following principles:

<i>Fairness</i>	The procedures for assuring the integrity of SACE assessments should be fair to students
<i>Transparency</i>	The procedures for assuring the integrity of SACE assessments are explicit and open to scrutiny
<i>Cooperation and collaboration</i>	Schools, other learning providers, and the SACE Board have a complementary responsibility for the management of procedures for assuring the integrity of assessments
<i>Interdependence and responsibility</i>	The procedures for assuring the integrity of SACE assessments are based on the interconnected and complementary responsibilities of the student, teacher or other provider, school leaders, and the SACE Board in the assessment process
<i>Comparability</i>	The procedures for assuring the integrity of SACE assessments maximise the consistent application of standards to all student assessment across all places of learning in the SACE
<i>Operationally manageable</i>	Procedures for assuring the integrity of assessments that contribute to the SACE are operationally manageable for schools, other learning providers, and the SACE Board, and are as cost-effective as possible without compromising the integrity of students' final results.

The Board assures the integrity of assessments for subjects and courses in different ways, according to the levels of responsibility for quality assurance of accredited subjects and recognised courses.

ASSURING THE INTEGRITY OF ASSESSMENTS FOR BOARD-ACCREDITED SUBJECTS

The procedures for assuring the integrity of SACE assessments in Board-accredited subjects are based on the following key phases:



Each of these key phases is based on the interconnected responsibilities of:

- the SACE Board
- schools
 - students
 - teachers
 - school leaders.

These interconnected responsibilities represent the commitment of schools, the school sectors, and the SACE Board to work collaboratively to assure the integrity of SACE assessments.

SACE Board

SACE Board	<p>Planning</p> <ul style="list-style-type: none"> • preparing, publishing, and updating guidelines for the preparation of learning and assessment plans • providing assistance, when requested by school leaders, in guiding teachers' development of their learning and assessment plans. <p>Clarifying</p> <ul style="list-style-type: none"> • preparing and publishing guidelines for assuring the integrity of school-based and external assessments • providing standards clarification forums. <p>Confirming</p> <ul style="list-style-type: none"> • administer policy and procedures that relate to student or parent appeals or grievances • monitoring the authenticity of students' material submitted for assessment and appropriately intervening where required • managing the moderation of school-based assessment at Stage 1 for the compulsory requirements at the C grade, and making adjustments to grades as required to ensure standards have been applied consistently and fairly to students' assessments across schools • managing the moderation of school-based assessment in Stage 2 subjects, and making adjustments to grades as required to ensure standards have been applied consistently and fairly to students' assessments across schools • managing the external assessment of Stage 2 SACE subjects, and making adjustments to grades and/or scores as required to ensure standards have been applied consistently and fairly to students' assessments • analysing the statistical relationship between school-based and external assessment components in Stage 2 SACE subjects to ensure the integrity of each component. <p>Improving</p> <ul style="list-style-type: none"> • preparing and publishing information about the moderation of school-based assessment in a form that helps teachers to strengthen the use of performance standards in their teaching • preparing and distributing to each school statistical data and qualitative feedback that enables the school to analyse and interpret their students' results and to use the data and feedback to guide improvement strategies • using the outcomes of each year's assessment cycle to analyse and improve its procedures for assuring the integrity of SACE assessments and to apply these improvements to the next cycle.
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Schools

Students	<p>Planning</p> <ul style="list-style-type: none"> ensuring their learning programs and pathways are part of their Personal Learning Plan understanding the performance standards that apply to the evidence of their learning. <p>Clarifying</p> <ul style="list-style-type: none"> seeking feedback from their teachers about the relationship of their learning to the performance standards understanding the guidelines for ensuring the material they provide for assessment is their own work. <p>Confirming</p> <ul style="list-style-type: none"> taking responsibility for meeting the requirements set out in the subject outline signing a declaration that the material they submit for assessment is their own work. <p>Improving</p> <ul style="list-style-type: none"> using the results from their learning to guide the next phase of their Personal Learning Plan.
Teachers	<p>Planning</p> <ul style="list-style-type: none"> preparing the learning and assessment plan for their subject and making it available to students ensuring the assessment opportunities provided in their teaching and learning program enable students to demonstrate the highest performance standards. <p>Clarifying</p> <ul style="list-style-type: none"> providing feedback to students so they are helped in using the assessment to improve their learning ensuring their interpretation and application of the performance standards for their subject and the design of assessment are comparable to those applied in other schools. <p>Confirming</p> <ul style="list-style-type: none"> using procedures that verify that the material students submit for assessment is their own work ensuring their interpretation and application of the performance standards in their subject are comparable to those applied in other schools. <p>Improving</p> <ul style="list-style-type: none"> analysing and using the results of their students' learning to strengthen their understanding and use of the performance standards in their teaching.
School leaders	<p>Planning</p> <ul style="list-style-type: none"> recommending to the SACE Board approval of the learning and assessment plans for their school seeking assistance from the SACE Board to guide teachers' development of their learning and assessment plans. <p>Clarifying</p> <ul style="list-style-type: none"> developing school procedures, based on SACE Board guidelines, for the consistent approach to ensuring the authenticity of student material submitted for assessment supporting their teachers' participation in standards clarification forums.

	<p>Confirming</p> <ul style="list-style-type: none"> • ensuring the quality of assessment practices within their school • ensuring that assessment information is conveyed accurately to the SACE Board • verifying that the material students submit for assessment is based on the school's procedures and SACE Board guidelines for verifying the authenticity of student work • administer policy and procedures that relate to student or parent appeals and grievances • supporting their teachers' participation in moderation and external assessment activities managed by the SACE Board. <p>Improving</p> <ul style="list-style-type: none"> • analysing the results of the school's students to identify where assistance and support may be provided in the school's teaching program.
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ASSURING ASSESSMENT INTEGRITY OF BOARD-ACCREDITED SUBJECTS

To support teachers and schools in designing and administering assessments according to its stated principles, the SACE Board provides professional development training and support for school personnel to implement and assure the quality of SACE assessments.

In addition, the SACE Board develops resources, including annotated exemplars of student work to support teachers' understanding and consistent judgments of performance standards. Such resources reflect best practice and a range of assessment contexts and approaches and are updated regularly.

School-based Assessment

The SACE Board uses the following procedures to assure the integrity of school-based assessment:

- communicating assessment requirements, responsibilities, and expectations in a clear and timely manner
- helping in the provision of assessment training for teachers in their assessment of and for learning, and also helping teachers and school leaders in their quality assurance responsibilities
- providing learning and assessment plan templates and support to help schools' quality assurance procedures
- providing exemplars of assessment materials referenced to the performance standards for each subject in a range of school contexts
- providing training and development in subject-specific performance standards for teachers (e.g. standards clarification forums, assessment planning meetings)
- developing procedures and providing advice about the supervision and verification of student work
- developing procedures that support valid and reliable assessments by teachers in schools, including special provisions procedures and moderation guidelines
- providing opportunities for teachers to be trained and to participate in across-school moderation activities
- providing feedback and data to school leaders about the school's assessment standards.

Moderation of School-based Assessment

The SACE Board confirms students' final school-based assessment results through a process of moderation. Moderation is part of a broad set of quality assurance processes that support the integrity of students' final results. Moderation of teachers' assessment decisions is necessary to ensure that standards are applied fairly and equitably across schools.

Moderation processes use a sample of teachers' assessment decisions to confirm these decisions and make adjustments to grades where necessary. The moderation processes provide advice and feedback to schools that allow school leaders and teachers to review the effectiveness of their school-based assessment processes. The moderation processes provide the Board with the feedback and information necessary to monitor, review, and improve assessment opportunities.

External Assessment

The SACE Board uses the following procedures to assure the integrity of Stage 2 external assessment:

- communicating assessment requirements, responsibilities, and expectations in a clear and timely manner
- selecting and training teachers and subject experts as supervisors, setters, vetters, and markers to ensure consistent interpretation and application of performance standards
- developing and overseeing procedures for setting and vetting external assessments
- providing exemplars of assessments referenced to the performance standards
- providing training and development in subject assessment standards for teachers (e.g. marking workshops, assessment planning meetings)
- developing procedures and providing advice about the supervision and verification of student work
- developing special provisions procedures to support all students' access to assessments
- providing feedback and data to school leaders about school performance in assessments.

ASSURING ASSESSMENT INTEGRITY OF BOARD-RECOGNISED COURSES

The SACE Board refers to recognised programs of learning as Board-recognised courses, to distinguish such programs from Board-accredited subjects.

The SACE Board recognises courses that are within the scope of the Australian Qualifications Framework, including vocational education and training (VET) units of competency.

The Board also recognises learning outside that scope, such as:

- courses accredited, assessed, and quality assured by schools, institutions, authorities, and other organisations
- self-directed community learning activities.

In recognising courses in which the achievements of students can contribute towards the SACE, the SACE Board takes into account the:

- likely relevance of the courses to students' Personal Learning Plans
- complementarity of each course's aims and outcomes with the legislative principles of the Board, and the stated purposes of the SACE.

It also takes into account evidence of quality assurance processes, for example:

- curriculum and assessment documentation
- accreditation processes
- the expectations of teachers and the expertise and qualifications of trainers
- the expectations of teachers and supervisors of assessors
- the processes for enhancing reliability in assessments
- expectations about facilities needed to deliver the course
- record-keeping, reporting, and certification.

The SACE Board will develop protocols with community organisations whose assessments contribute to the SACE. Such protocols will include information about the:

- number of SACE units the course is granted and whether it is recognised at Stage 1 or Stage 2 level
- length of period of the recognition
- expectations of the SACE Board in terms of accreditation, assessment, and quality assurance
- requirement to notify the SACE Board of any changes to the recognised course.

The SACE Board recognises the accreditation, assessments, and quality assurance process in courses that form part of the qualifications under the Australian Qualifications Framework (e.g. certificates in the vocational education and training sector, and secondary school certificates), and the achievements in courses that are undertaken under the jurisdiction of established international educational organisations (e.g. International Baccalaureate Organisation).

Similar to the approach adopted to assure the integrity of assessments in Board-accredited subjects, the integrity of assessments of Board-recognised courses is dependent on the interconnected responsibilities of the:

- SACE Board and other learning providers with an accreditation function for the relevant course
- schools
 - students
 - providers (including teachers, trainers, lecturers, and employers).
 - school leaders.

Although Board-recognised courses vary in terms of accreditation, assessment processes, and quality assurance, the table below shows some of the common interconnected responsibilities that apply to assuring the integrity of assessments of courses.

SACE Board and other learning providers with an accreditation function for the relevant course

SACE Board	<ul style="list-style-type: none"> • putting in place recognition procedures that pay due attention to curriculum and assessment documentation; record-keeping, reporting, and certification; quality assurance processes; and learning access and equity provisions • seeking evidence of training of providers in assessment processes and procedures • supporting learning providers during the recognition process by having a clear and public process for recognition • ensuring that courses are awarded credits commensurate with the nature, scope, and complexity of the learning • ensuring recognised courses are at Stage 1 or at Stage 2 level • providing a SACE Board register of recognised courses that is accessible and regularly updated • establishing protocols with other appropriate national and international learning providers • monitoring the recognition of courses.
Learning Providers	<ul style="list-style-type: none"> • putting in place monitoring systems to ensure that assessments are carried out to specified standards • ensuring that records, reporting, and certification processes of students' achievements are maintained • ensuring that providers of the courses have the appropriate qualifications and expertise • monitoring the facilities and equipment that providers use.

Schools

Students	<ul style="list-style-type: none"> • ensuring that they are clear about the requirements of the course • ensuring that the materials they submit for assessment are their own work.
Providers (including teachers, trainers, lecturers, and employers)	<ul style="list-style-type: none"> • ensuring that they are clear about the curriculum and assessment requirements of the course • ensuring that they are clear about the assessment requirements for 'satisfactory completion' • ensuring that they are clear about the types of assessment evidence (e.g. workplace skills, competency based, written, visual, or oral skills) students need to demonstrate their achievements against specified standards or expectations.
School Leaders	<ul style="list-style-type: none"> • ensuring that the courses students take are listed on the SACE Board website • ensuring that the learning providers have the scope to deliver the courses • ensuring that assessments teachers make, often in conjunction with community providers, are valid, reliable, and fair • ensuring that students' results are conveyed to the SACE Board in a timely manner • having in place guidelines that make it clear to students that the materials they submit for assessments are their own • understanding the quality assurance procedures of non-school providers of courses to SACE students and providing relevant SACE information as appropriate.

ATTACHMENT 1: BOARD FUNCTIONS UNDER THE *SACE BOARD OF SOUTH AUSTRALIA ACT 1983*

The functions of the Board as defined in Section 15 (1) of the *SACE Board of South Australia Act 1983* are as follows.

(1) The Board has the following functions:

- (a) to establish a qualification (to be called the South Australian Certificate of Education or SACE) to be awarded by the Board after taking into account any requirements prescribed by the regulations;
- (b) to determine the requirements for the achievement of the SACE;
- (c) to commission the development and review of courses and subjects;
- (d) to accredit subjects and courses (whether prepared at the direction of the Board or submitted to it by a school, institution or other authority or organisation) that will be recognised by the Board as being suitable for the purposes of the SACE;
- (e) to approve learning frameworks in order to provide the structures within which subjects and courses may be developed;
- (f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;
- (g) to recognise, in such manner and to such extent as the Board thinks fit—
 - (i) assessments of students made by schools, institutions or other authorities or organisations;
 - (ii) the achievements of a student in or towards completion of any activities or requirements recognised by the Board for the purposes of the SACE;
- (h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;
- (i) to prepare and maintain records of assessments or achievements made or recognised by the Board and to provide, on request, a copy or extract of those records to a student or former student or to such other person as the student or former student may direct;
- (j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;
- (k) to prepare and publish—
 - (i) information on the requirements determined by the Board under paragraph (b); and
 - (ii) guidelines relating to the operation of paragraph (c); and
 - (iii) criteria to apply in connection with the accreditation of subjects or courses under paragraph (d) or the approval of learning frameworks under paragraph (e); and
 - (iv) information on the assessment processes established under paragraph (f); and

- (v) advice on the assessments and achievements that will be recognised for the purposes of paragraph (g); and
 - (vi) information on the quality assurance processes established under paragraph (h); and
 - (vii) information on the method for gaining access to records under paragraph (i) and notifying achievements under paragraph (j).
- (l) to undertake or commission research related to any matter for which the Board is responsible and to publish the results or such research as the Board thinks fit;
- (m) to the extent determined by the Minister or the Board, to collect, record and collate information that is directly related to the participation (or non-participation) of children of compulsory education age in secondary education, or training or development programs or opportunities, and, in relation to any such information —
 - (i) to provide the information to the Minister, or other authorities or organisations determined by the Minister; and
 - (ii) to publish the information in such other manner as the Board thinks fit;
- (n) to keep under review the operation of this Act and the policies and processes of the Board;
- (o) to perform other functions assigned to the Board under this or any other Act.